

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 Texas Education for Homeless Children and Youth</b>				
<b>Program authority:</b>	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>2018 APR -3 AM 7:46</b>  <b>DOCUMENT CONTROL CENTER</b>  <b>GRANTS ADMINISTRATION</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, April 3, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">             Document Control Center, Grants Administration Division              Texas Education Agency, 1701 North Congress Ave.              Austin, TX 78701-1494           </div>			
<b>Contact information:</b>	Cal Lopez; <a href="mailto:HomelessEducation@tea.texas.gov">HomelessEducation@tea.texas.gov</a> , (512) 463-9414			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>			<b>Amendment #</b>
Laredo Independent School District	240901			
<b>Vendor ID #</b>	<b>ESC Region #</b>			<b>DUNS #</b>
1746001580	1			057570640
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1702 Houston St.		Laredo	TX	78040-4951
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Oralia		Cortez	Federal Programs Administrator	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
956-273-1261	ocortez@laredoisd.org			
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Yolanda		Mendoza	Migrant Coordinator/ Homeless Liaison	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
956-273-1264	ymendoza@laredoisd.org			
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Sylvia	M.I. G.	Last name Rios	Title Superintendent of Schools
Telephone # 956-273-1401	Email address sgrios@laredoisd.org		FAX #

Signature (blue ink preferred)

Date signed

*Only the legally responsible party may sign this application*

701-18-109-021

RFA #701-18-109; SAS #293-19  
2018–2019 Texas Education for Homeless Children and Youth

Page 1 of 45

**Schedule #1—General Information**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- |     |  |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

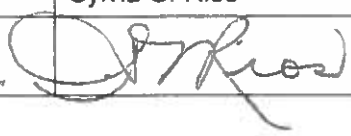
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	240901	Sylvia G. Rios	956-273-1401	\$19,200.00
	Laredo Independent School District		sgrios@laredoisd.org	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name	Signature	Email address	

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 240901

Amendment # (for amendments only)

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state. **Laredo Independent School District (Laredo ISD)** is an inner city K-12 district in the heart of Webb County, Texas serving over 24,166 students from severely impoverished homes (94.3% economically disadvantaged), impacted by Spanish as their first language (59.6% ELL), and (73.5% At-Risk) according to the 2016-2017 Texas Academic Performance Report. As the 2011 census poverty data indicates, 12,323 or 56.69% of children are from families with incomes below poverty line. 93.82% of children receive free/reduced lunch at Laredo ISD high need schools. Based on this data there is a strong need for Laredo ISD to identify and enroll Homeless Children and Youth, diligently monitor attendance, gauge the students academic progress and success through remediation and promoting school stability for them to be academically successful. Our goal therefore, is to increase our efforts in identification of our Homeless Children and Youth in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal success, and academic excellence.

In a comprehensive effort to improve and achieve the foundational elements necessary for the development of a solid organizational framework focused on educating our Homeless Children and Youth Laredo ISD proposes to establish and maintain rigorous academic goals and innovative activities for our Homeless Children and Youth beyond what is currently available. Laredo ISD has identified the need to enhance our identification, enrollment, remediation, and support services of our Homeless Children and Youth. Laredo ISD additionally examined our enrollment numbers, overall support services and Homeless Children and Youth academic progress as initial indicators for improvement in order to transform and promote academic and overall success of our Homeless Children and Youth. Laredo ISD's overarching strategy is aligned to critical success factors as identified in our comprehensive needs assessment, the **Texas Accountability Intervention System (TAIS)**, state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, and statutory requirements. Additionally, we began to formulate the milestones that are expected to be achieved from our identified goal and objectives. The objectives include identified critical success factors (CSF's) to help schools create greater situational awareness needed to increase academic and overall success of our Homeless Children and Youth by establishment of early warning support systems, and extended learning times among other planned activities engaging our collaborative community partners.

Laredo ISD has placed an emphasis on creating an environment for our Homeless Children and Youth through placement in the most rigorous and appropriate academic setting in collaboration with supplemental funding through Title I, Part A and other targeted special revenue sources that include special education; gifted and talented, career and technical education courses; bilingual, ESL, and migrant services along with collaborative key partnerships with foster care providers, communities in schools, homeless shelters, social service providers, private non-profit schools, and other community and faith based organizations in our community along with our in-district collaboration with extra curricular intervention activities, after school, weekend, and Summer Enrichment programs. In collaboration with these partners Laredo ISD will have greater capacity to review, evaluate, and implement data-driven plans with targeted performance measures throughout the funding period. Increasing teacher effectiveness in instructional standards and expanding teacher capacity and incorporating resources to achieve higher student expectations have also been a key part of our core strategy using resources allocated and applying targeted funding to address specific rigorous, transparent, and equitable community partnerships. Additionally, establishing public/private collaborative partnerships will increase student opportunities for increased learning time, tutorials, personalized learning environments for elementary and middle school along with dual-credit, CTE courses, work-based learning and community volunteer opportunities during high school such as: paid internships, apprenticeships, and mentorships and concentrated workforce needs in technology, manufacturing, finances, construction, nursing, engineering, and many other high demand industries.

The identified CSF's are grounded in evidence-based research that include: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; and (7) Increasing Teacher Quality. These CSF's provide a pathway of success for Laredo ISD Homeless Children and Youth to achieve success on state mandated assessments, grade-level completion and promotion, increased graduation rates and post secondary readiness.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Highlights from the Education for Homeless Children and Youth** strategic implementation of data-driven plans with targeted performance measures that create an environment for our Homeless Children and Youth through placement in the most rigorous and appropriate academic setting that have been identified as planned strategies including:

- **Improvements in Local, Regional, and State Partnerships:** primarily through collaborative key partnerships with foster care providers, communities in schools, homeless shelters, social service providers, private non-profit schools, and other community and faith based organizations in our community along with our in-district collaboration with extra curricular, after school, weekend, and summer enrichment programs. Additionally, the establishment of these public/private partnerships will increase Homeless Children and Youth opportunities for increased learning time, tutorials, personalized learning environments along with CTE, dual-credit, work-based learning and community volunteer opportunities such as: paid internships, apprenticeships, and mentorships and concentrated workforce needs in technology, manufacturing, finances, construction, nursing, engineering, and many other high demand industries.
- **Data-driven Decision Making:** by using data to enhance our identification, enrollment, remediation, and support services of our homeless children and youth and to identify and implement an instructional vision that is research-based, vertically aligned establishes and strengthens community partnerships as well as aligning with district and college academic standards. The data collected will assess the effect of the implementation on student growth, teacher effectiveness, and allow for continuous program improvement and sustainability.
- **Fostering and Strengthening Innovation:** addressing subpopulations, dual-enrollment, college and career readiness, increased learning opportunities, transform school culture, and school climate through a flexible identification and promotion of practices and strategies for identification, enrollment, remediation, and support services of our homeless children and youth while building upon key partnerships with foster care providers, communities in schools, homeless shelters, social service providers, private non-profit schools, and other community and faith based organizations in our community along with our in-district collaboration with extra curricular, after school, and summer enrichment programs fosters and strengthens our organizational capacity and innovative practices.
- **Improvement of Instructional Opportunities:** increasing the total number of homeless Homeless Children and Youth engaged in increased learning time, tutorials, personalized learning environments, extra curricular, after school, weekend, and summer enrichment programs at every grade level focused on homeless student support services serving students grades Pre-K – 12 that leads to increased attendance and academic performance.
- **Advanced Work Based Educational Development, Implementation, Adoption, and Promotion:** increasing opportunities for pre-advanced placement course offerings to include dual-enrollment courses, advanced placement (AP) courses, and career/college readiness courses at every grade level focused on homeless student support services serving students grades 9-12 that leads to increased attendance, academic performance, and college/career readiness.

During the Implementation, Laredo ISD will use this funding opportunity to: (a) Supplement current funding by increasing the level of services provided to Homeless Children and Youth and opportunities for Homeless Children and Youth to obtain additional remediation, and support services; (b) Increase teacher effectiveness in instructional strategies and expanding teacher capacity by incorporating resources to achieve higher student expectations; (c) Promote continuous use of data to innovate and expand extra curricular, after school, weekend, and summer enrichment programs. Additionally, the establishment of these public/private partnerships will increase Homeless Children and Youth opportunities for increased learning time, tutorials, personalized learning environments along with CTE, dual-credit, work-based learning and community volunteer opportunities; (d) Increase learning time, flexible scheduling, tutorials, personalized learning environments, extra curricular, after school, weekend, and summer enrichment programs that compliment the fundamental development and support services provided to Homeless Children and Youth; (e) Provide ongoing operational flexibility and sustained support that integrates technology-based supports/interventions as an integral part of Laredo ISD's commitment to our Homeless Children and Youth; and (f) Provide additional support to teachers that implement effective strategies supporting Homeless Children and Youth in the least restrictive academic environment and ensures students acquire skills to master academic content.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 240901			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$12,000	\$	\$12,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$7,200	\$	\$7,200
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$19,200	\$	\$19,200
4.151% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$19,200</b>	<b>\$</b>	<b>\$19,200</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$19,200
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					<b>\$1,536</b>

**NOTE:** Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 240901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor	2		\$6,000
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$6,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$6,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$6,000
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$12,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 240901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$0
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 240901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$7,200
<b>Grand total:</b>		<b>\$7,200</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 240901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 240901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	240	100%	Based on current enrollment
Identified homeless students	240	100%	Based on current enrollment
Students identified homeless with a 5A Crisis Code	7	2.92%	Relocated due to Hurricane Harvey
Students identified homeless with a 5B Crisis Code	N/A	0%	N/A
Students identified homeless with a 5C Crisis Code	N/A	0%	N/A
Attendance rate for identified homeless students	NA	0%	Currently Unavailable
Attendance rate for economically disadvantaged students	NA	0%	Currently Unavailable

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
24	23	30	28	18	23	20	14	13	10	10	10	7	10	240

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD through the annual comprehensive needs assessment (CNA) process applies all avenues of data analysis to inform the development of the school improvement strategies which is part of an ongoing process to create a sustainable, integrated input and feedback mechanism to provide constant monitoring that perpetuates and enhances work that has already begun and through the CNA each campus has been able to determine what areas of concern exist. Each campus executed the CNA in alignment with the identified research-based CSF's, and then integrated the data to perform both qualitative and quantitative analysis. The following points illustrate the process and findings of the CNA.

**Demographics:** This component proves to be extremely important to the district improvement plan: apart from collecting and analyzing data for currently enrolled Homeless Children and Youth, data is collected to address projected subpopulation changes that indicate a continually high percentage of At-risk students and ELL populations. Other demographic data was collected and then synthesized to look for trends in student achievement levels, and family/community involvement by performing a varied statistical analysis and disaggregated for the other areas of the CNA found below.

**Student Achievement:** The Homeless Children and Youth data collected and combined with standardized test data reflected significant findings that at-risk, subpopulations, and ELL students scored lower on STARR assessments than did regular student's district wide.

**School Culture and Climate:** Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that were merged and analyzed with the demographics and student achievement data painting a snapshot of influences on Homeless Children and Youth education levels at Laredo ISD.

**Staff Quality, Recruitment, and Retention:** Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at each campus. The current staff demographic demonstrates veteran team leaders and have a high level of veteran teachers.

**Curriculum, Instruction, and Assessment:** By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest of Homeless Children and Youth in the learning process. Here is a significant opportunity for growth by implementing a district-wide Homeless Children and Youth response to intervention (RtI) that is accompanied with positive behavioral modeling and supports structures.

**Family and Community Involvement:** The parent surveys indicated that parents are increasingly interested in volunteering at the school due to the introduction of a campus parent liaison that works and interacts with parents daily. Children's safety is always of great concern to parents. Parent and community member discussions reveal a great desire for increase safety for students and teachers along with more accountability for the safety of our Homeless Children and Youth.

**School Context and Organization:** Interestingly, data results after integrating student achievement, demographics and climate revealed that students in non-sport extracurricular activities score higher on STARR assessments due receiving additional and increased instructional time.

**Technology:** teacher surveys and the STaR charts reveal a strong desire for teacher technology emersion activities and stronger technology competence especially for our Homeless Children and Youth.

**Homeless Students:** Various data sources were used that include: regular students and subpopulations that included: special education, ELL, economically disadvantaged, and At-risk Homeless Children and Youth.

**Teachers:** Various data sources were used that included: teacher meetings, teacher interviews, teacher input sessions/groups. Teachers were also included as part of the CNA team.

**Administrators:** The administrators were involved in the entire CNA process that included: interviews and meetings.

**Parents:** Various data sources were used that include: surveys from parents/guardians of Homeless Children and Youth, parent focus groups, parent response through their campus parent liaison.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase identification, enrollment, remediation, and support services of our Homeless Children and Youth.	Implement a comprehensive and cohesive alignment of Homeless Children and Youth services that improve student achievement through a more robust engagement in remediation, reinforcement, acceleration, intensive tutoring, enrichment activities, and more student support services.
2.	Use of flexible scheduling, tutorials, small-group instructional intervention activities, and personal learning communities.	Use of accountability measures will instill accountability in students through their active participation and communication of GPA, state assessment, and benchmark data results aligned with response to intervention strategies, and for monitoring at-risk students to support student achievement through the use of flexible scheduling, tutorials, small-group instructional intervention, and personal learning communities.
3.	Use targeted interventions, periodic reviews, monitoring, professional development, instructional engagement, extended learning times, and summer enrichment academies.	Participate in and increase the number of targeted interventions and enrichment to Homeless Children and Youth and participate in periodic reviews to ensure program compliance with school improvement initiatives and strategies.
3.	Improve Parent/Community Involvement through use of Volunteerism, Meetings, Activities, and Events	Collaborate with parents, teachers, students, and community members to support the academic and life skill initiatives, and parental involvement activities. Increasing participation in administering parent surveys to gauge interest and need. Participate in workshops, health fairs, and classes for parents and students, job fairs, and college recruitment activities.
4.	Improve Data Quality, Data collection tools/process, and Data Disaggregation.	Provide collaborative planning for intervention, data disaggregation and relationship building.
5.	Increase attendance in school and scores on State Academic Assessments and local benchmark assessments for Homeless Children and Youth.	Increase engagement in monitoring at-risk Homeless Children and Youth attendance and collaborating with the teachers, parents, attendance staff, and truancy officers. Increase participation in afterschool and Saturday tutorials, extended day instruction that provides differentiated instruction and student learning.
6.	Improve Leadership Effectiveness, Accountability, Parent and Group Collaborations.	Increase participation in trainings on behavioral interventions, bullying, and social skills including emphasis on decreasing truancy, tardiness, and absences that directly correlate to increased instructional time for Homeless Children and Youth.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	School Leadership Team	The team includes experienced school and district personnel along with parent liaisons. Experience in planning, implementation, evaluation, and compliance McKinney Vento with regards to all critical success factors necessary to carry out the programs intent. Experience, degrees, and certifications will vary among the team members.
2.	Executive Director for Student Services	Experience in an educational setting with administrative experience with a strong background in providing services to Homeless Children and Youth and parents regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.
3.	Federal Programs Administrator	Experience in an educational setting with administrative experience with a strong background in providing services to Homeless Children and Youth and parents regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.
4.	Coordinator/Homeless Liaison	Experience in an educational setting with some administrative experience with a strong background in providing services to Homeless Children and Youth and parents regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.
5.	Parental Involvement Coordinator	Experience in an educational setting with administrative experience with a strong background in providing services to Homeless Children and Youth and parents regarding attendance, discipline, educational, social, emotional, and health services necessary to carryout program intent.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	<b>Improve Academic Performance</b> a. Data-Driven Instruction b. Curriculum Alignment (both horizontal and vertical) c. On-going Monitoring of Instruction	1. Increase identification, enrollment, and placement of Homeless Children and Youth in the most rigorous and appropriate academic setting.	09/01/2018	08/31/2019
		2. Engage in Remediation, reinforcement, acceleration, intensive tutoring, Rtl and enrichment activities.	10/01/2018	08/31/2019
		3. Provide students vocabulary development in ELA, Reading, Science and Math, study skills, and technology for academic acceleration.	09/01/2018	08/31/2019
		4. Provide student support and instruction in college/career readiness activities and character development.	09/01/2018	08/31/2019
		5. Work collaboratively with school leadership, teachers, parents, staff, and students to enhance data-driven instruction.	09/01/2018	08/31/2019
2.	<b>Increase the Use of Quality Data to Drive Instruction</b>	1. Use of accountability measures to instill accountability in students through active participation and communication of GPA	09/01/2018	08/31/2019

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has a strong commitment and focus on academic excellence that allows for our under-served and economically disadvantaged **Homeless Children and Youth** to embrace challenges as opportunities to achieve and maintain high academic standards through best practices and embedding technological innovations in the classroom that inspire a rich and productive learning environment regardless of the socio-economic backgrounds.

**1) Implement structures and processes to solicit feedback and monitor Homeless Children and Youth progress on an on-going basis.**

These efforts will continue beyond the program funding period because Laredo ISD bases its initiatives and decisions on research-based scientifically relevant data. Our programs include activities for continuous improvement to ensure each CSF milestone is met and are part of the value-added evaluation process of programs and services offered our Homeless Children and Youth. The milestones for each CSF are tied to a continuous feedback and improvement model that include, but are not limited to, **a)** Ensuring the product/service is research-based; **b)** Ensuring the instructional strategies are vertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards; **c)** On-going job embedded professional development; **d)** Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant; **e)** Provides intensive technical assistance and related support for our Homeless Children and Youth that is built-in components of product/service; **f)** Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and **g)** Have provision for appropriate social-emotional and community oriented services and supports for our Homeless Children and Youth.

**2) Identify and correct program deficiencies to ensure continual improvement.**

The program personnel's main purpose as an added role and responsibility for our Homeless Children and Youth is to compile and disaggregate data by implementing the following evaluation strategies: **1)** Interviews, observations and surveys; **2)** Descriptive information on proposed versus actual program initiatives; **3)** Critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff regarding instructional activities; **4)** Data collection formats will include but not be limited to: **A)** A review of narrative accounts of randomly selected teachers, students, parents, community and staff involvement; **B)** Standardized open-ended interviews or surveys of students, parents, administrators, teachers, and staff; **C)** Field observations; **D)** Site visits; **E)** Implementation of enrichment, instructional strategies, and support services; **F)** Student academic performance; **G)** Parental/involvement activities; **H)** Teacher quality surveys; **I)** School climate surveys; **J)** Professional development data; **K)** Instructional content and delivery evaluation; **L)** Technology usage; **M)** Student support systems provided; and **N)** referrals for community services. Laredo ISD will continually work cohesively with educators focusing on applying the critical success factor milestones: **1)** School Climate; **2)** Instructional Quality; **3)** Character Education; **4)** Accountability Measures; **5)** Research Based Evidence;; **6)** Excellence in Instructional Delivery; and **7)** Leadership Effectiveness.

The instructional strategies, design, implementation and evaluation will also be reflected using the data collection methods and program components described. The quality and level of communication with and reporting to management on the progress of the program and problems if any encountered will also be reflected via the data collection methods described above. The data collection methods will include items such as: **1)** On time or late submission; **2)** complete or incomplete submission; and **3)** at what level formative performance measures were met that meet our Homeless Children and Youth population needs. Eventually the recommendations for modifying or improving the methods and services will be the result of on-going evaluation activities and how they were implemented will be determined by meeting or not meeting the program goals and performance objectives.

Laredo ISD provides assurance that the program director and coordinators will attend and participate in orientation meetings, technical assistance meetings, and other periodic meetings of program grantees, and sharing of best practices. Therefore, it is crucial that monthly meetings are in place to assess and revise the areas of concern to ensure the continuity of the program and implement improvements to enhance our services and instructional quality.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student growth measures (Campus Based Assessments STAAR, and Campus Performance Indexes) Individual student, content area, grade level, and campus level.	1.	Increase in percentage of students who successfully complete their respective grade level through placement of Homeless Children and Youth most rigorous and appropriate academic setting.
		2.	Increase in percentage of students receiving support services in relation to the total enrollment of the campus, reduces, eliminates or prevents Homeless Children and Youth group isolation through early warning support.
		3.	Increase in the number of Homeless Children and Youth that achieve a commended status on state assessments.
		4.	Increase in percentage of Homeless Children and Youth who successfully complete their respective CBA's and STARR assessments.
2.	Class-room Observations	1.	Increase academic instructional interventions for Homeless Children and Youth.
		2.	Usage of technology in classroom instructional delivery and Homeless Children and Youth engagement and enrichment activities.
		3.	Improvement in the quality of teachers' lesson plans and instructional strategies.
		4.	Improvement in teaching techniques/strategies as measured through peer-reviews and for Homeless Children and Youth performance.
		5.	Increase for Homeless Children and Youth engagement in instructional pedagogies.
		6.	Increase in vocabulary development strategies and enrichment activities for for Homeless Children and Youth.
3.	Professional development and collaboration for teachers	1.	Increase in the usage of Professional Learning Communities.
		2.	Increase in the use of data capacity to bridge gaps within collaborative planning time to improve effectiveness of teaching strategies.
		3.	Establishment of a record keeping system to analyze data (collectively and longitudinally) to track Homeless Children and Youth and classroom academic indicators.
		4.	Increase in the use of Response to Intervention strategies.
		5.	Increase usage of student accountability measures.
		6.	Increased usage of positive behavioral intervention systems that correlates to increased instructional time for Homeless Children and Youth.
4.	Homeless Children and Youth academic interventions and support services	1.	Increase in the number academic interventions, enrichment, and increase learning times for Homeless Children and Youth through placement in the most rigorous and appropriate academic setting.
		2.	Increase in the number of Homeless Children and Youth identifications and support programs.
		3.	Increase in the number of participating Homeless Children and Youth that are adequately provided tutorials and increased academic supports.
		4.	Increase in the quality of instructional content, delivery, and remediation for Homeless Children and Youth.
		5.	Increase in enrichment activities to improve content knowledge of Homeless Children and Youth.
5.	Formative Evaluation and 90 day action plans	1.	Ensuring key staff members are in place for identification, enrollment, and placement of Homeless Children and Youth in the most rigorous and appropriate academic setting.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Identification and Enrollment	350	<b>Location:</b> School Campuses <b>Position Responsible:</b> Homeless Liaison	<b>Documentary Evidence:</b> McKinney Vento Eligibility Questionnaire, Presentations, Flyers, Referrals from Community Entities  <b>Position Responsible:</b> Homeless Liaison	Identification and Enrollment
Remediation Targeted Intervention Instructional Engagement	210	<b>Location:</b> School Campuses <b>Position Responsible:</b> Homeless Liaison	<b>Documentary Evidence:</b> Academic Performance Indicators, CBA's, State Assessment Results  <b>Position Responsible:</b> Homeless Liaison	Extended Learning Time
Support Services	350	<b>Location:</b> School Campuses and Service Providers <b>Position Responsible:</b> Homeless Liaison	<b>Documentary Evidence:</b> Referral Forms, Distribution Forms  <b>Position Responsible:</b> Homeless Liaison	Support Services
Tutorials, Small Group Instructional Intervention, PLC's and Summer Enrichment Academies	350	<b>Location:</b> School Campuses <b>Position Responsible:</b> Homeless Liaison	<b>Documentary Evidence:</b> Sign-in Sheets, Academic Performance Indicators State Assessment Results, and CBA's  <b>Position Responsible:</b> Homeless Liaison	Extended and Flexible Learning Time
Professional Development Periodic Program Reviews	N/A	<b>Location:</b> School Campuses <b>Position Responsible:</b> Homeless Liaison	<b>Documentary Evidence:</b> Sign-in Sheets, Agenda's, and Handouts  <b>Position Responsible:</b> Homeless Liaison, Director for PD, Principals,	Teaching Efficiency and Effectiveness

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Statutory Requirement 2a:** Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Drischoll Children's Health Services	Annual Health Fair, Presentations, and Supplies
2.	Bethany House	Provides Shelter, Food, and Clothing
3.	Casa Mesericordia	Provides Shelter, Food, Counseling Services, and Case Management
4.	Childrens Advocacy Center	Provides Counseling, Case Management, Orientation
5.	Child Protective Services	Case Management Foster Care Placement
6.	Serving Children and Adults in Need	Counseling, Referrals, and Parent Education
7.	Catholic Diocese of Laredo	Provides Funding for Utilities Payment, Legal Services, and Referrals
8.	Vos De Niño's	Family Counseling and Support Services
9.	Holding Institute of Laredo	Health Services
10.	South Texas Food Bank	Food and Volunteer Opportunities
11.	South Texas Workforce Commission	Job Assistance and Training
12.	LULAC Council #12	Provides Scholarships
13.	Laredo Commuty College	Adult Classes (ESL)
14.	Texas A&M International University	Counseling for Adults and Children
15.	Texas Rual Leagal Aid	Legal Services
16.	Wal-Mart	Discounts on School Supplies
17.	Dr. Michael Hochman	Eye Exams
18.	Women's City Club	Provides Assistance with Eye Glasses Funding
19.	Consulado Mexicano	Legal Services
20.	Border Region Behavioral Center	Adult and Children Mental Health Services
21.	Pillar	Counseling Services
22.	Gateway Clinic	Medical Services
23.	City of Laredo Health Department	Basic Medical Assistance and Screenings

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Statutory Requirement 2b:** Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This additional funding will allow Laredo Independent School District to enhance our current homeless programs and through the additional resources provided will give us the funding needed to facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth by providing a means to increase our community outreach through collaborative community service providers that have consistently been engaged in our community. These community service providers are an integral part of our strategy to identify and recruit Homeless Children and Youth into our educational programs including alternative opportunities for non-traditional leavers to return to school through our Valdez non-traditional HS program. Not only will these funds help us engage and recruit more students into our regular and instructional programs, but we also offer graduation completion programs for students that have dropped out and to identify and recruit these students back to complete their high school diplomas and creating a pathway to college and career programs at our local Institutes of Higher Education. These funds also provide additional support to teachers that implement effective strategies supporting Homeless Children and Youth in the least restrictive academic environment and ensures students acquire skills to master academic content. Data collection and reporting will consist of the following performance measures: 1. Number of identified homeless students (Mid-Year and Year-End report); 2. Attendance rates for homeless students (Mid-Year and Year-End report); 3. Promotion rates for homeless students (Year-End report); 4. Four Year Cohort Graduation rates for homeless students (Year-End report); 5. State assessment scores for homeless students (Year End Report).

**Statutory Requirement 2c:** Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo Independent School District has a very active and strong parental involvement team that engages parents to become campus volunteers and provides additional opportunities to parents to remain engaged in their childrens educational goals. The funds will allow us the opportunity to promote the meaningful involvement of parents or guardians of homeless children and the youth in their educational endeavours. Ech campus currently has a parent liaison and actively seeks out numerous volunteers throughout the academic school year to help keep parents and guardians engaged in their childrens educational progress while providing parents the opportunities to become active stakeholders in their child's academic progress.

**Statutory Requirement 2d:** Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

These funds also provide additional support to teachers that implement effective strategies supporting Homeless Children and Youth in the least restrictive academic environment and ensures students acquire skills to master academic content. Additionally, the funds will be applied to children and unaccompanied youth so as to integrate the students into the regular education programs or specialized programs after their individual needs have been identified or tested to determine appropriate grade level and program support placement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Statutory Requirement 3a:** Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Laredo ISD's development and preparation of our plan for coordinating services for eligible Homeless Children and Unaccompanied Youth using Title I, Part A reservations/set-asides. Laredo ISD's plan consists of several levels of support beginning with 1) students are first identified and determined whether or not they meet criteria under McKinney Vento Eligibility questionnaires; 2) After determining eligibility the student attendance and academic performance data is used to coordinate support services (e.g. Transportation); (3) provide referrals to community agencies; and 4) schedule after school intervention and remediation activities as necessary to ensure each student is placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$77,978	Extended Day Learning Activities (Tutorials, Remediation) Instructional Materials, Clothing (Apparel)
Planned Set-Aside for 2017–2018	\$80,000	Extended Day Learning Activities (Tutorials, Remediation) Instructional Materials, Clothing (Apparel)

**Statutory Requirement 3b:** How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD determines its reservation/set-aside amount based on the number of students identified as homeless that qualify for equitable services. The total of Title I, Part A funds is divided by the total number of students enrolled in the district, private non-profit schools, and local facilities for neglected students, prior to deducting any reservations or indirect costs.

Laredo ISD additionally, provides trainings and meeting with department and campus administration and staff regarding McKinney Vento and also assists staff in understanding policy/procedure to support homeless students using available funding for Homeless Children and Youth.

Laredo ISD also trains and meets with department and campus administration and staff to address the needs of our Homeless Children and Youth through our annual comprehensive needs assessment (CNA) and reflects the needs of our Homeless Children and Youth in each Campus Improvement Plan (CIP) submitted by each campus aligning district goals and objectives to campus and student need.

Each Campus Improvement Plan identifies the interventions, remediation, tutorial, afterschool, weekend, and summer program options needed to ensure Homeless Children and Youth academic success and support services are identified as part of the overall instructional and support services strategies.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**Statutory Requirement 4:** Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
<b>School Selection:</b> Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
<b>Enrollment:</b> Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
<b>Transportation:</b> Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
<b>Services:</b> Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
<b>Disputes:</b> If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
<b>Free meals:</b> Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
<b>Title I:</b> Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
<b>Training:</b> Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
<b>Coordination:</b> Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
<b>Pre-School:</b> Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
<b>Transition to Higher Education:</b> Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes or procedures that are utilized to identify and/or enroll Homeless Children and Unaccompanied Youth at Laredo ISD include the following:

(a) Campus administrative, instructional, and support staff are provided training on McKinney Vento prior to the beginning of each school year and a follow up training after each holiday break in order to ensure that all Homeless Children and Youth that are entering and/or returning to their schools from summer or holiday break receive a student residency questionnaire and eligibility interview. Once eligibility for services are established the campus, parent liaison, and Homeless Liaison begin to coordinate necessary support services to ensure that each Homeless Child and Youth identified and meet eligibility requirement are placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success;

(b) Campus administrative, instructional, and support staff are provided training on McKinney Vento prior to the beginning of each school year and a follow up training after each holiday break in order to ensure that all Homeless Children and Youth that become homeless after the school year has started are given referrals by campus staff or if received by community agencies receive a student residency questionnaire and eligibility interview. Once eligibility for services are established the campus, parent liaison, and Homeless Liaison begin to coordinate necessary support services to ensure that each Homeless Child and Youth identified and meet eligibility requirement are placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success;

(c) Campus administrative, instructional, and support staff are provided training on McKinney Vento prior to the beginning of each school year and a follow up training after each holiday break in order to ensure that all Homeless Children and Youth that are not currently enrolled or attending school are identified through collaborative community agency partnerships with Laredo ISD and are given referrals by campus staff or if received by community agencies receive a student residency questionnaire and eligibility interview. Once eligibility for services are established the campus, parent liaison, and Homeless Liaison begin to coordinate necessary support services to ensure that each Homeless Child and Youth identified and meet eligibility requirement are placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success; and

(d) Campus administrative, instructional, and support staff are provided training on McKinney Vento prior to the beginning of each school year and a follow up training after each holiday break in order to ensure that all Homeless Children ages 3-5 years of age are eligible for early childhood and/or prekindergarten programs are identified through collaborative community agency partnerships with Laredo ISD and are given referrals by campus staff or if received by community agencies receive a student residency questionnaire and eligibility interview. Once eligibility for services are established the campus, parent liaison, and Homeless Liaison begin to coordinate necessary support services to ensure that each Homeless Child and Youth identified and meet eligibility requirement are placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success.

In addition, presentations are made by the Homeless Liaison to community agencies on McKinney Vento and in understanding policy/procedure to support homeless students. Posters and Flyers are also placed in each community agency, libraries, and other public places in order to get out the message that there are community agencies, educational, and supports services available to our Homeless Children and Youth.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has an established training and professional development protocol on McKinney Vento that are in place to assist with the identification, enrollment, and increased organizational capacity to respond to the specific educational needs of our Homeless Children and Unaccompanied Youth, including:

(a) Campus administrative, instructional, and support staff are provided training on McKinney Vento prior to the beginning of each school year and a follow up training after each holiday break in order to ensure that all Homeless Children and Youth that are entering and/or returning to their schools from summer, holiday break, that become homeless after the school year, that are not currently enrolled or attending school, and that all Homeless Children ages 3-5 years of age are eligible for early childhood and/or prekindergarten programs are identified and enrolled, are given referrals by campus staff or if received by community agencies that the student receives and residency questionnaire and eligibility interview. Once eligibility for services are established the campus, parent liaison, and Homeless Liaison begin to coordinate necessary support services to ensure that each Homeless Child and Youth identified and meet eligibility requirement are placed in the most rigorous and appropriate academic setting in order to provide the necessary support structures needed for these Homeless Children and Youth to achieve academic success and reduce the obstacles that prevent these Homeless Children and Youth from achieving personal, and academic success;

(b) Presentations are made by the Homeless Liaison to service providers and/or community collaborators on McKinney Vento and in understanding policy/procedure to support homeless students. Posters and Flyers are also placed in each community agency, libraries, and other public places in order to get out the message that there are community agencies, educational, and supports services available to our Homeless Children and Youth.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has established a solid overarching strategy that is aligned to identified critical success factors as described on pg. 10 and addressed in detail on pgs.21-23 in a comprehensive effort to improve and achieve the foundational elements of Laredo ISD's Homeless Children and Youth early intervention strategies and implement a process of ongoing progress monitoring that adequately addresses the academic needs of our homeless children and youth. The early interventions are planned to include collaborative key partnerships with foster care providers, communities in schools, homeless shelters, social service providers, private non-profit schools, and other community and faith based organizations along with our in-district collaboration with parental involvement, community volunteers in establishing increased student opportunities for extended learning times, tutorials, personalized learning environments, extra-curricular activities, after school, weekend, and summer enrichment academies that are planned to engage our Homeless Children and Youth in positive behavioral and academic interventions.

The early interventions and student ongoing progress monitoring will include the following homeless academic needs: a. 4-year cohort graduation rate; b. graduation rate of all homeless students (e.g. current cohort, continuers and early graduates); c. college and career readiness programs and support services; d. attendance and truancy interventions; e. promotion; f. collaboration and coordination of services for homeless students who have been identified and are receiving other special programs services (e. g. Special Education, Bilingual/ESL Education, Career and Technical and Gifted and Talented); g. discipline interventions, and h. advanced placement and dual credit course work.

In addition the early interventions include, but are not limited to implementing a comprehensive and cohesive alignment of services that improve student achievement through a more robust engagement in remediation, reinforcement, acceleration, intensive tutoring, enrichment activities, and more student support services. Participating in and increasing the number of targeted interventions and enrichment as described on pg. 20 allows for opportunities to establish on-going progress monitoring techniques that ensures compliance with the program requirements and school improvement initiatives and planned strategies to engage our Homeless Children and Youth in the most rigorous and appropriate academic settings and help Laredo ISD achieve the milestones outlined in our oprogram objectives as stated on pgs. 21-23 and by addressing the critical success factors stated on pg. 10.

Our strategic planning includes activities for countinous improvement that ensures each critical success factor milestone is met and is part of the value-added evaluation process of programs and services offered to our Homeless Children and Youth. The milestones for each critical success factor is tied to a continous feedback and improvement model as described on pg. 24 regarding our efforts for continous improvement of Homeless Children and Youth support services. This continous feedback model includes ensuring that each product/service is research-based, ensures research and instructional strategies arevertically and horizontally aligned to grade level and federal/state/local laws, policies, and standards.

Additionally, the progress monitoring includes on-going job-embedded rprofessional development, provides formative, interim, and progress monitoring assessment components contained within the product/services as relevant including technical assistance and related support. The early intervention strategies are designed to include provisions that account for the unique and specific needs for our Homeless Children and Youth subpopulations that address levels that are highly visible and effective providing needed social-emotional and communit oriented services and supports.

The on-going progress monitoring includes assurances that the program director and coordinators will attend and participate in orientation meetings, technical assistance meetings, and other periodic meetings with all stakeholders in sorder to share program insight, outcomes, and provide best practices in program implementation. In the evaluation of program substance and quality Laredo ISD will identify additional resources and identify those resources and how they will be utilizedto coordinate services to support and sustain coordinated services for our Homeless Children and Youth as part of our sustainability and commitment as described on pg. 25 and in the programs evaluation design as described on pgs. 26-27.

The evaluation design includes critical success factors as described on pg. 10 and addressed in detail on pgs.21-23 including a data collection processs and problem correction process as stated on pg 27 and will eventually allow for recommendations on program modifications or improving the Homeless Children and Youth program as a result of on-going progress monitoring and evaluation of activities implemented that are determined to meet or not met the program goals and performance objectives.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 240901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Laredo ISD has established procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness in a solid overarching strategy that is aligned to identified critical success factors as described on pg. 10 and addressed in detail on pgs.21-23 in a comprehensive effort to improve and achieve the foundational elements of Laredo ISD's Homeless Children and Youth early intervention strategies and implement a process of ongoing progress monitoring that adequately addresses the academic needs of our Homeless Children and Youth that include: a. transcript review for appropriate full or partial credit; b. credit recovery or credit repairs services; c. attendance and truancy interventions; d. discipline interventions; e. assessment interventions and scores; f. graduation plan, and g. post-secondary transition plan.

As stated on pg. 27 the processes and procedures are delineated by the programs evaluation strategies that include interviews, observations, surveys, proposed vs actual implementation of early warning support services and placement of Homeless Children and Youth in the most rigorous and appropriate academic setting, identification of critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff regarding instructional activities. Additionally, intervention and academic outcomes of student support services.

In implementing Laredo ISD's review, monitoring, and implementation of academic support services for its Homeless Children and Youth, mechanisms have been put into place as part of the overarching strategic plan to include all stakeholders in the process of implementing formative, interim, and summative assessments of program outcomes across the program whereby data disaggregation will be broken down by objective, student, and demographics. This data will be applied to improve instruction, remediation, and teacher effectiveness as teachers will meet daily in content area teams to review and analyze data regarding enrolled Homeless Children and Youth.

The content areas instructional teams will review Homeless Children and Youth trends, use the data to inform the action research of the professional learning communities, track data, and use this data to make necessary changes to curriculum, instructional techniques, and other pedagogical practices as described on pg. 28. In addition, by implementing accountability measures will instill accountability in students through their active participation and communication of GPA, state assessment results, benchmark data results, as well as college readiness indicators in order to align the response to intervention (RTI) to each individual students need. This strategy will allow for monitoring of at-risk students to support student academic achievement and engage students in targeted interventions and enrichment activities.

By implementing procedures to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness allows Laredo ISD to increase the number of targeted interventions and enrichment activities as it relates to program compliance with school improvement initiatives and strategies. These procedures also allow for increased engagement in monitoring at-risk Homeless Children and Youth attendance and collaborating with all stakeholders enabling Laredo ISD to achieve its milestones and timelines as described on pgs. 21-23.

Laredo ISD has placed an emphasis on creating an environment for our Homeless Children and Youth through placement in the most rigorous and appropriate academic setting including special education; gifted and talented, career and technical education courses; bilingual, ESL, and migrant services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. By expanding teacher capacity and incorporating resources to achieve higher student expectations have also been a key part of our core strategy using resources allocated and applying targeted funding to address specific rigorous, transparent, and equitable community partnerships by, establishing public/private collaborative partnerships that would increase student opportunities for increased learning time, tutorials, personalized learning environments for elementary and middle school along with dual-credit, CTE courses, work-based learning and community volunteer opportunities during high school such as: paid internships, apprenticeships, and mentorships and concentrated workforce needs in technology, manufacturing, finances, construction, nursing, engineering, and many other high demand industries in order to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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